



**SELF-PLANNED EDUCATIONAL OPTION  
MIXED MODALITY**

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**Syllabus**

**English I**

**First Semester**

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Basic Disciplinary Component  
Technology High School



This material, aimed at the whole society, uses the terms: students, teacher, alluding to both genders, to facilitate reading. However, this editorial criterion does not diminish the commitments that the Secretary of Public Education assumes in each of the actions aimed at consolidating gender equality.

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## **PRESENTATION**

With the purpose of expanding and diversifying the educational offer currently given by the General Directorate of Agricultural Technological Education and Marine Sciences (DGETAyCM) and the General Directorate of Industrial Technological Education and Services (DGETI), they have given themselves the task of jointly designing the plan and study programs of the Self-planned educational option that respond to the needs of a segment of the population that, due to different situations, they did not enter the Upper Secondary Education (EMS), they require to complete their studies and obtain the certificate of completion of the upper secondary type and / or title and professional card, or cannot attend in person to study the baccalaureate.

To do this, firstly, we must understand that young people and adults to whom this educational option is intended have different profiles and skills (they are not a homogeneous group) therefore they need to enhance to develop analytical, critical, reflective, synthetic and creative thinking, as opposed to the scheme that aims only at memorization; this implies overcoming that also, the evaluation schemes that leave many students behind and that do not measure the gradual development of learning, skills and the recognition of experiences acquired outside the classroom to successfully respond to the current dynamism that young people and adults require to face and overcome the challenges of the present and the future.

Secondly, a relevant and dynamic curriculum other than the schooled modality is required that allows the generation of flexible study programs, that adapts to the different styles and rhythms of learning, and that emphasizes the autonomy of learning, since this self-planned educational option mainly requires independent study for the achievement of educational purposes.

The syllabus was designed through an inter-institutional work taking as a reference the provisions of the Secretarial Agreement 27/10/2021 by which the diverse number 653 is modified by which the curriculum of the Bachillerato Tecnológico is established, the Agreement number 445 by which the educational options in the different modalities are conceptualized and defined for the Upper Secondary Education in the different modalities, and Secretarial Agreement 444 establishing the competences that constitute the common curricular framework of the National Baccalaureate System.

Considering the above, for the achievement of the purposes of the Curricular Learning Units (UAC), in the study programs of this educational option a distribution of 30% of teacher mediation and, 70%, of independent study is established. With a student-centered, andragogic and constructivist approach for the development of generic, basic and extended disciplinary skills and basic and extended professionals specific to each technical career offered.

A methodology is proposed located from the andragogy referred to the way of planning, administering and directing the educational practice of adults, emphasizing those aspects that, in addition to support the process, help to enrich the general or professional knowledge of the adult student through autonomous learning.



The anthropogogic approach contributes to student learning and is characterized by:

- Instruct and educate permanently, in any period of psychological, biological, physiological development and according to their natural, environment (ergological) and social life of the student.
- Re-educate students of all ages.
- Contextualize from the socio educational.

Derived from this approach, the andragogy is taken up for the conceptualization and attention of the processes of education of adults, aimed at continuing the development of their capacities, updating or deepening their knowledge, the appropriation and use of new technologies and, in general, maintaining or improving their quality of personal performance, professional and social.

On the other hand, the development of competences is achieved from an inter and transdisciplinary perspective through the situated learning activities designed intentionally by the teacher, according to the competences of the modules in each career; from the vertical and horizontal relationship with the subjects of the basic and extended disciplinary components, relying on social-emotional skills programs.



## **1. JUSTIFICATION**

The syllabus of the UAC of English I is a guide for the teacher that will address in a didactic way the key learning and the competences of the Common Curricular Framework for the achievement of the graduation profile of Higher Secondary Education (EMS).

The Higher Secondary Education Graduation Profile, expressed in individual areas, defines the type of student sought to be trained. Through the achievement of the expected learning of the subject of English I, the development of the following areas will gradually be promoted according to their pace and progress.

English is taught in the first semester as a second language which is essential in a globalized world. English as a foreign language will allow students to insert themselves in different educational and work environments that will improve their quality of life. The English I syllabus is designed to help students develop the four language skills (reading, writing, speaking, and listening), based in topics stated by the level A1 of the Common European Framework.





## 2. IDENTIFICATION DATA OF ENGLISH I SUBJECT

The English I assignment is within the disciplinary field of Communication, it is taught in the first semester of the self-planned educational option; in accordance with the Secretarial Agreement 27/10/21, published in the Official Gazette of the Federation on October 12, 2021.

1st semester	2nd semester	3rd semester	4th semester	5th semester	6th semester
Algebra 2h TM 4h IS	Geometry and Trigonometry 2h TM 4h IS	Analytic Geometry 2h TM 4h IS	Differential Calculus 2h TM 4h IS	Integral Calculus 2h TM 4h IS	Probability and Statistics 2h TM 4h IS
<b>English I</b> 1h TM 3h IS	English II 1h TM 3h IS	English III 1h TM 3h IS	English IV 1h TM 3h IS	English V 2h TM 4h IS	Philosophy Topics 2h TM 4h IS
Chemistry I 2h TM 4h IS	Chemistry II 2h TM 4h IS	Biology 2h TM 4h IS	Physics I 2h TM 4h IS	Physics II 2h TM 4h IS	Subject of the disciplinary area to choose** 2h TM 4h IS
Technology of the Information and Communication 1h TM 3h IS	Reading, oral and written expression II 2h TM 4h IS	Ethics 2h TM 4h IS	Ecology 2h TM 4h IS	Science, Technology, Society and Values 2h TM 4h IS	Subject of the disciplinary area to choose** 2h TM 4h IS
Reading, oral and written expression I 2h TM 4h IS	Professional Module I 6h TM 15h IS	Professional Module II 6h TM 15h IS	Professional Module III 6h TM 15h IS	Professional Module IV 5h TM 11h IS	Professional Module V 5h TM 11h IS
Logic 2h TM 4h IS					

**Propaedeutic Areas			
Physics and Mathematics	Economy and Administration	Chemistry and Biology	Humanities and Social Sciences
1. Physics topics 2. Technical drawing 3. Applied mathematics	4. Administration topics 5. Introduction to economics 6. Introduction to laws	7. Introduction to biochemistry 8. Contemporary biology topics 9. Health science topics	10. Social science topics 11. Literature 12. History

Basic Training Component
  Propaedeutic Training Component
  Professional Training Component

TM = Teaching Mediation

IS = Independent Study



### 3. PURPOSE OF THE DISCIPLINARY AREA OF COMMUNICATION

The basic disciplinary competence of communication is related to the students' ability to communicate effectively in Spanish and in a second language in different contexts, using distinct means and instruments.

The learners who have developed this competence can read critically, communicate, and support his/her own ideas in an effective way with clear speaking and writing. In addition to these, they will use the information and communication technologies with a critical thinking for different purposes.

The competence of communication leads to analyze the nature of the language and as a tool for logical thinking.

### 4. PURPOSE OF THE ENGLISH I SUBJECT

At the end of the first semester, the students will use the elements of language to express the activities they are doing now, in the present, and to share or request personal information from other people with simple phrases and tasks that require a simple and direct exchange of information of their environment and immediate needs. In addition, they will continue practicing the language skills to achieve an efficient interaction with students and to promote the collaborative work with others in their different environments.

#### KEY LEARNING POINTS

Competence	Components	Core contents
Students will communicate, interact, and collaborate with others (transverse axis for all subjects from Communication and Social Sciences as disciplinary fields).	<p>Communication: interpersonal relationships.</p> <p>Integration of learning communities.</p> <p>Contextualization of learning communities through students' interests and academic experiences.</p>	<p>Collaborative work as a basis for the integration of the learning community.</p>
Reading, writing, speaking and listening.	<p>Reading, writing and oral production as learning sources and abilities practice.</p> <p>The importance of reading to writing production at their own pace.</p> <p>The importance of reading to writing based on descriptions.</p>	<p>The importance of language and grammar role in it.</p> <p>Different Kinds of texts.</p> <p>The text as resource information and new ideas.</p>



<p>Providing reasonable opinions from the point of making a text.</p>	<p>The justification of the student's opinion with a simple argument.</p> <p>The solid construction of one's original perspective.</p>	<p>The writing skills.</p> <p>The original writing texts</p>
<p>Technology, information, communication and learning.</p>	<p>Technology and human development.</p> <p>Generation and responsible use of information for learning.</p> <p>Web-based learning.</p> <p>Creation of contents for learning.</p> <p>Use of technology to enhance web-based learning</p>	<p>The impact of technology on human development.</p> <p>Responsible use of information.</p> <p>Learning and innovation in and from the web.</p> <p>Programming to learn</p>



**Scopes of the Graduate Profile to Contribute to the English I Study Program**

<b>Scope</b>	<b>Graduate profile</b>
Language and communication	<ul style="list-style-type: none"> <li>• He/she expresses clearly in English in an Oral and written forms.</li> <li>• Identifies the main ideas in a text or speech and infers conclusions from them, obtains and interprets information and gives reason efficiently.</li> <li>• Communicates in English naturally.</li> </ul>
Socioemotional skills and life project	<ul style="list-style-type: none"> <li>• The student is aware of them and determined; he/she develops healthy interpersonal relationships, self-regulates, can face adversity and act with efficiency and reorganizes the need to ask for support.</li> <li>• They can build living projects with personal goals.</li> <li>• They establish goals and seek to take advantage of the options and resources.</li> <li>• They make decisions that give him/her current comfort, opportunities, and he/she knows how to deal with future risks.</li> </ul>
Digital skills	<ul style="list-style-type: none"> <li>• The student works a constructive way and applies a participative and responsible leadership, he/she proposes alternatives to act and solve problems. The student assumes a constructive attitude.</li> </ul>
<b>Scope transversal</b>	
Collaboration and teamwork	<ul style="list-style-type: none"> <li>• The student works a constructive way and applies a participative and responsible leadership, he/she proposes alternatives to act and solve problems. The student assumes a constructive attitude.</li> </ul>



**5. CONTENTS TABLE**

Competence	Component	Content	Specific content	Expected learning activities	Evidence or learning product
Students will communicate, interact, and collaborate with others (transverse axis for all subjects from Communication and Social Sciences as disciplinary fields).	Communication and interpersonal relationship.  Integration of learning communities. Contextualization of learning communities through students' interests and academic experiences.	Descriptive writing.	Use verb to be in present simple, in its affirmative and interrogative form to get information from other people.	Pair work. Students write and perform a dialogue to share personal information (first name, last name, age, origin, phone number, address, e-mail address).	Dialogue (written and performed / recorded)
		The importance of language and grammar role in it.	Use the affirmative, negative and interrogative form of verb to be in present simple as well as personal pronouns to provide their own information in written form.	Students create a survey to use the affirmative, negative and interrogative form of verb to be with personal pronouns.	Survey using personal pronouns
		Collaborative work with the teacher.	Use vocabulary related to family members.	Students make a video introducing their family members.	Personal video about family members
Students will communicate, interact, and collaborate with others (transverse axis for all subjects from Communication and Social Sciences as disciplinary fields).	Communication and interpersonal relationship.  Integration of learning communities. Contextualization of learning communities through students' interests and academic experiences.	Collaborative work with the teacher.	Talk about any part of the house.	Students describe any part of their house by using indefinite articles and vocabulary related to furniture.	Written description
		The importance of language and grammar role in it.	Talk about things that are in what students consider their dream house in singular and plural.	Students present things that can be found in their dream house by using sentences with <i>there is</i> and <i>there are</i> .	Picture description (written and performed / recorded)
		Descriptive writing.	Use <i>there is</i> not and <i>there are</i> not.	Students compare their dream house with a classmate's, using <i>there is not</i> and <i>there are not</i> .	Comparative chart
Reading, writing, speaking and listening.		The importance of language and grammar role in it.	Ask questions in affirmative and negative using present simple.	With the help of the family video, they created before, students write yes/no questions using present simple tense to know	Questionnaire.



	Reading, writing and oral production as learning sources and abilities practice.  The importance of reading to writing production.  The importance of reading to writing based on descriptions.			about the other students' relatives.	
		Descriptive writing.	Use simple present tense in affirmative and negative sentences.	Students write affirmative and negative sentences about their own and their family's daily routine.	Daily routine sentences
		The importance of language and grammar role in it.	Use the adverbs of frequency.	Students talk about their family's habits using the adverbs of frequency and <i>wh</i> questions.	Survey using adverbs of frequency
Reading, writing, speaking and listening.	Reading, writing and oral production as learning sources and abilities practice.  The importance of reading to writing production.  The importance of reading to writing based on descriptions.	The importance of language and grammar role in it.	Identify prepositions of time, place and movement.	Students make a comparative chart about the differences between the 3 types of prepositions.	Comparative chart
		Collaborative work with the teacher.	Use prepositions of place to talk about locations.	Students locate places in a map of their hometown, using the prepositions given.	Map of their hometown and sentences about principal places
		The text as resource of information and new ideas.	Follow or give directions to get to different places inside school.	Students illustrate a route to get to different places inside school.	Illustration of the route
Reading, writing, speaking and listening.	Reading, writing and oral production as learning sources and abilities practice.  The importance of reading to writing production.  The importance of reading to writing based on descriptions.	The importance of language and grammar role in it.	Read a tourist guide of a city and recognized the important places.	Students read a tourist guide of a city and recognize the most important places to ask information about them.	Questionnaire about how to get to the most important places
		Collaborative work with the teacher.	Ask and give directions about the tourist guide of a city.	Students write and perform a dialogue asking and giving directions according to the tourist guide of a city.	Dialogue (written and performed / recorded)
		Descriptive writing.	Use adjectives to describe places.	Students describe places from the previous tourist guide, using different adjectives.	Written description.



Competence	Component	Content	Specific content	Expected learning activities	Evidence or learning product
Reading, writing, speaking, and listening	Reading, writing and oral production as learning sources and abilities practice.	The importance of language and grammar role in it.	Use comparative and superlative adjectives.	Students make sentences comparing and contrasting their hometown with other places.	Sentences and pictures.
	The importance of reading to writing production.  The importance of reading to writing based on descriptions.	The importance of language and grammar role in it.  Descriptive writing.	Students write and perform a sketch using the simple present tense, prepositions and comparative and superlative adjectives.	<b>Integrative project.</b>  Students write, perform, or tape a sketch in which they talk about and describe different places and how to get to them.	Sketch (written and performed / recorded).

## 6. DOSAGE OF ENGLISH I

Below is the dosage of syllabus English I, as a suggestion to achieve the purpose of the UAC.

Competence	Component	Content	Specific content	Teaching mediation (30%) 17 hours	Expected learning activities	Evidence or learning product	Independent Study (70%) 42 hours	Evaluation
Students will communicate, interact, and collaborate with others (transverse axis for all subjects from Communication and Social Sciences as disciplinary fields).	Communication and interpersonal relationships.  Integration of learning communities.  Contextualization of learning communities through students' interests and academic experiences.	Descriptive writing.	Use verb to be in present simple, in its affirmative and interrogative form to get information from other people.	1 hour	Pair work. Students write and perform a dialogue to share personal information (first name, last name, age, origin, phone number, address, e-mail address).	Dialogue (written and performed / recorded)	2 hours	Checklist Rubric Coevaluation Heteroevaluation
		The importance of language and grammar role in it.	Use the affirmative, negative and interrogative form of verb to be in present simple as well as personal pronouns to provide their own information in written form.	1 hour	Students create a survey to use the affirmative, negative and interrogative form of verb to be with personal pronouns.	Survey using personal pronouns	3 hours	Checklist Rubric Coevaluation Heteroevaluation
		Collaborative work with the teacher.	Use vocabulary related to family members.	1 hour	Students make a video introducing their family members.	Personal video about family members	2 hours	Checklist Rubric Coevaluation Heteroevaluation
Students will communicate, interact, and collaborate with others (transverse axis for all subjects from Communication and Social Sciences as disciplinary fields).	Communication and interpersonal relationships.  Integration of learning communities.  Contextualization of learning communities through students' interests and academic experiences.	Collaborative work with the teacher.	Talk about any part from the house.	1 hour	Students describe any part from their house by using indefinite articles and vocabulary related to furniture.	Written description	2 hours	Checklist Rubric Coevaluation Heteroevaluation
		The importance of language and grammar role in it.	Talk about things that are in what students consider their dream house in singular and plural.	1 hour	Students present things that can be found in their dream house by using sentences with <i>there is</i> and <i>there are</i> .	Picture description (written and performed / recorded)	3 hours	Checklist Rubric Coevaluation Heteroevaluation
		Descriptive writing.	Use there is not and there are not.	1 hour	Students compare their dream house with a classmate's,	Comparative chart	2 hours	



					using <i>there is not</i> and <i>there are not</i> .			
Reading, writing, speaking and listening.	Reading, writing and oral production as learning sources and abilities practice.  The importance of reading to writing production.  The importance of reading to writing based on descriptions.	The importance of language and grammar role in it.	Ask questions in affirmative and negative using present simple.	1 hour	With the help of the family video, they created before, students write yes/no questions using present simple tense to know about the other students' relatives.	Questionnaire.	3 hours	Checklist Rubric Coevaluation Heteroevaluation
		Descriptive writing.	Use simple present tense in affirmative and negative sentences.	1 hour	Students write affirmative and negative sentences about their own and their family's daily routine.	Daily routine sentences	3 hours	Checklist Rubric Coevaluation Heteroevaluation
		The importance of language and grammar role in it.	Use the adverbs of frequency.	1 hour	Students talk about their family's habits using the adverbs of frequency and <i>wh</i> questions.	Survey using adverbs of frequency.	2 hours	Checklist Rubric Coevaluation Heteroevaluation
Reading, writing, speaking and listening.	Reading, writing and oral production as learning sources and abilities practice.  The importance of reading to writing production.  The importance of reading to writing based on descriptions.	The importance of language and grammar role in it.	Identify prepositions of time, place and movement.	1 hour	Students make a comparative chart about the differences between the 3 types of prepositions.	Comparative chart.	3 hours	Checklist Rubric Coevaluation Heteroevaluation
		Collaborative work with the teacher.	Use prepositions of place to talk about locations.	1 hour	Students locate places in a map of their hometown, using the prepositions given.	Map of their hometown and sentences about principal places.	3 hours	Checklist Rubric Coevaluation Heteroevaluation
		The text as resource information and new ideas.	Follow or give directions to get to different places inside school.	1 hour	Students illustrate a route to get to different places inside school.	Illustration of the route	3 hours	Checklist Rubric Coevaluation Heteroevaluation
Reading, writing, speaking and listening.		The importance of language and grammar role in it.	Read a tourist guide of a city and recognized the important places.	1 hour	Students read a tourist guide of a city and recognize the most important places to ask	Questionnaire about how to get to the most important places	2 hours	Checklist Rubric Coevaluation Heteroevaluation

	Reading, writing and oral production as learning sources and abilities practice.  The importance of reading to writing production.  The importance of reading to writing based on descriptions.				information about them.			
		Collaborative work with the teacher.	Ask and give directions about the tourist guide of a city.	1 hour	Students write and perform a dialogue asking and giving directions according to the tourist guide of a city.	Dialogue (written and performed / recorded)	3 hours	Checklist Rubric Coevaluation Heteroevaluation
		Descriptive writing.	Use adjectives to describe places.	1 hour	Students describe places from the previous tourist guide, using different adjectives.	Written description	3 hours	Checklist Rubric Coevaluation Heteroevaluation
Reading, writing, speaking, and listening	Reading, writing and oral production as learning sources and abilities practice.  The importance of reading to writing production.  The importance of reading to writing based on descriptions.	The importance of language and grammar role in it.	Use comparative and superlative adjectives.	1 hour	Students make sentences comparing and contrasting their hometown with other places.	Sentences and pictures	5 hours	Checklist Rubric Coevaluation Heteroevaluation
		The importance of language and grammar role in it.  Descriptive writing.	Students write and perform a sketch using the simple present tense, prepositions and comparative and superlative adjectives.	1 hour	<b>Integrative project.</b> Students write, perform, or video record (tape) a sketch in which they talk about and describe different places and how to get to them.	Sketch (written and performed / recorded).	3 hours	Checklist Rubric Coevaluation Heteroevaluation



## **7. TRANSVERSALITY**

Transversality refers to the connections or meeting points between the disciplinary and the formative, achieving "the whole" of learning. It seeks to look at the entire school experience as an opportunity for learning to integrate the cognitive and formative dimensions of these. It is also an approach aimed to improving the quality of education, to ensure the equity of education. It is basically linked to a new way of seeing reality and living social relations from a systemic or total vision, contributing to the overcoming of the fragmentation of the areas of knowledge, to the acquisition of values and formation of attitudes, to the expression of feelings, ways of understanding the world and to social relations in a specific context.

From this vision, by incorporating transversality into the curriculum, it seeks to contribute to the integral formation of people in the cognitive, attitudinal, value and social domains; that is, in the fields of knowledge, doing, being and living together, through educational processes; in such a way that students are able to respond critically to the historical, social and cultural challenges of the society in which they are immersed and acquire an active commitment to social, economic and democratic development.

Transversality favors in students the formation of a set of skills and competences that allow them to develop a series of personal and social dispositions (referring to personal development, self-esteem, solidarity, teamwork, self-control, integrity, ability to undertake and individual responsibility, among others); cognitive skills (capacities for abstraction, systems thinking, learning, innovating and creating); they must contribute significantly to the process of personal growth and self-affirmation; to guide the way in which the person relates to other human beings and to the world; to strengthen and strengthen ethical-evaluative training and the development of creative and critical thinking.

Thus, Integral Education is one that prepares the individual in three areas: scientific, technological and human, with a well-defined scale of values, the latter being achieved with what transversality provides. This means that they are contents that do not necessarily have to form a particular subject or receive special treatment within the curriculum but must be addressed in all the areas that make it up and in any specific learning situation. It is necessary that students, in addition to receiving knowledge about different topics of Chemistry; Logic; Information and Communication Technologies; Algebra; Reading, Oral and Written Expression; and other disciplines, acquire elements that prepare them for life and to function as future responsible citizens, as agents of change and capable of contributing to transform the environment in which they will have to live.

To achieve transversality, it is suggested the use of integrative projects that support learning achieved in a productive and active collaborative way in the construction of knowledge.

## **8. ANDRAGOGIC ORIENTATIONS**

Meaningful learning is done considering (taking into account) problematic situations of the student's physical, social and work environment, relating him to the surrounding world, so that he prepares and learns to apply what he has learned in other areas.

The evidence of learning is oriented towards the elaboration of projects through interdisciplinary work, which contribute to improving the physical and social environment that surrounds them.



- Focus the educational action on the attention of the student according to their cognitive, physical, social, emotional and contextual characteristics, adapting the purposes, learning, contents, resources, methods, strategies, activities and tasks tailored to the students. It is a way to develop to the maximum all the potentialities of the individual, in order to learn to be, to do and to coexist.
- Orient the learning process towards the learner, the student is the center of the process, therefore, their motivations and interests must be considered (taken into account).
- Consider the previous learning background of the student for the acquisition of new knowledge, applying diagnostic evaluations, to know the level of achievement and areas of opportunity.
- Prepare reinforcement or leveling strategies so that students have the essential learning, always considering (considering at all times) their characteristics, the context and the time available.
- Plan activities that generate interest in students to relate substantially and not arbitrarily the new learning with their cognitive structure.
- Link the learning acquired from the basic and extended disciplinary components with the professional.
- Involve the teacher in the teaching-learning process and involve students in the planned activities and tasks.
- Promote the development of socio-emotional skills as a fundamental element for learning.
- Recognize the social nature of knowledge, strengthening the student in the classroom and in independent study, through cooperation between peers for the realization of activities and school tasks, enhancing horizontal communication between them and their participation; even when it comes to activities and tasks carried out with the use of Information, Communication, Knowledge and Digital Learning Technologies (TICCAD).
- Design didactic situations that promote situated learning. An important element for its implementation is collaborative work, a powerful strategy in which the student participates productively and actively in the construction of knowledge.
- Understand evaluation as a continuous and permanent process, fundamental to identify the strengths and areas of opportunity that students and teachers themselves have during the teaching-learning process.
- Use evaluation strategies and instruments to obtain information that allows decision-making in the educational process and, consequently, support and implement strategies for the achievement of learning and the improvement of the teaching-learning process.
- Recognize and value the informal learning acquired at the student's working environment.
- Create contact networks between teachers and students, between peers and form learning communities, which give the ability to access content and information of any kind. In this sense, students increase their knowledge from what the school provides, and with what they acquire outside the school context, which serves to increase their knowledge and therefore their learning.
- Promote interdisciplinary for the andragogic approach to the contents and achieve the purposes set forth in this curriculum; the participation of all areas of knowledge is required, where the contents, skills, methods and other didactic components are interrelated. Interdisciplinarity promotes the collegiate work of teachers to deal together with students with a situation, problem or object of



learning from different angles. Therefore, comprehensive learning and the development of knowledge that goes beyond a discipline are favored.

- Implement teaching-learning strategies with a focus on inclusion, equity and attention to diversity where the student observes, investigates, discovers, investigates, explains causes, analyzes, reflects, formulates hypotheses, understands, experiments, is creative, innovates and is an active subject in the activities and tasks, so that the acquired learning is solidified and becomes meaningful.
- Guaranteeing equal opportunities for students, this does not mean the same for everyone, but that each student can (has the opportunity to) acquire and expand their knowledge according to their current characteristics and circumstances, respect for differences, attention to diversity of all kinds and new educational needs.
- Implement strategies for the reinstatement of students into academic activities, considering (taking into account) the diversity of their contexts so that when they return to school students will need support and permanent accompaniment to continue learning.
- Link with the immediate community to enrich the work of the school, the training processes and revitalize the social bond.



## 9. CONSIDERATIONS FOR EVALUATION

The evaluation of learning is relevant and pertinent according to the sense in which the collection and analysis of learning evidence is oriented, which will allow us to know the level of learning achievement and make judgments about what the student learns or what is taught.

The curriculum takes up the conceptualization of the EMS Curriculum, in which evaluation is conceived as a dynamic, continuous and systematic process that allows determining the achievement of learning and what can be done to improve results; where it not only focuses on the knowledge that the student acquires but on the application of these; that is, what the student does with what he has learned.

The evaluation includes three main elements:

1. The learning activities that are developed throughout the independent study will favor that the student assumes responsibility for his own learning, taking into consideration the construction of his knowledge and the formation of his skills, expanding his horizon of learning and access to promote the development of his competences. The number of activities may vary, depending on the number of weeks in which each subject and module is developed.

These activities will be self-evaluated by the student and heteroevaluated by the teacher. They are part of the formative assessment.

2. Integrative activities constitute the evidence of learning where a student identifies their previous knowledge, understands, applies, analyzes, reflects and evaluates their learning in the development of face-to-face activities; refers to the activities that will be carried out in the modules of the basic disciplinary training component, in which all the activities / products that are carried out in the classroom and that the teacher considers in his didactic planning will be considered. They are those that are carried out in the face-to-face sessions and as a result of the independent study process. In the case of the modules of the vocational training component, reference is made to the practices carried out in laboratories, workshops or in the social, agricultural or livestock sectors.
3. The weighting for the integrative activities will be determined by each teacher, based on their significance and importance to demonstrate the learning acquired, both in teacher mediation and in independent study.

It is necessary that the teacher in charge on this educational option promotes the evaluation process from a formative approach that contributes to the improvement of learning.

Process in which you must:

1. Make decisions so that you adjust (make adjustments to) your practice and improve student learning performance.
2. Consider that the results of a formative evaluation contribute to the improvement of practice in the different contexts in which it is carried out.
3. Focus evaluation on learning, and not on activities.
4. Carry out a feedback process that provides information to the teacher to adapt or adjust their didactic technique.
5. Reflect on their practice, how and what they evaluate, and how and when they feed back into students' learning.



Based on the above, the teacher may give rise to the process of self-evaluation, co-evaluation and heteroevaluation of learning, according to the learning activities suggested in each subject and / or module and the weighting assigned. Likewise, it will be able to select and design the evaluation instrument that it deems pertinent according to the level of achievement of the students' learning and the characteristics of their context.

Below is an example of the activity/product of the evaluation process.

Activity /product	Type of assessment		Instrument of assessment
Learning activity	Self-evaluation	Formative	Estimation Scale evaluation
Integrative activities (Face-to-face)	Heteroevaluation *Co-evaluation	Summative Formative	**Rubric Checklist
Integrative project	Heteroevaluation *Co-evaluation	Summative Formative	Rubric

\* Co-evaluation may be applied in the case of activities carried out in teams, for example, in the case of practices, exhibitions, teamwork, etc.  
\*\* This instrument is prepared by the facilitator teacher, based on the planning of activities for the face-to-face sessions.

The teacher must promote formative evaluation and must promote a feedback process that allows the student to identify the qualities and strengths of their performance in the learning activity, in relation to the criteria they have established for the achievement of learning.

Sadler (1989), quoted by Shepart (2006), points out that it is insufficient for teachers to simply give feedback on whether the answers are correct or incorrect. Instead, to facilitate learning, it is equally important that feedback is cleanly linked to clear performance criteria and that students are provided with improvement strategies (p. 19).

In correspondence with what the author requires, the feedback made by the teacher must be made throughout the learning process, and not at the end, when the Unit/ Subject or Module/Semester has already been completed.

It is important that the teachers who teach each subject and / or submodule can (are able to) analyze and identify the level of learning achievement from the construction of the student's work, so the feedback process must be personalized, recovering the knowledge of each one.

The feedback process in the formative assessment process is an important and effective element in improving the educational experience.

Example of evaluation	Application field	Type of assessment		Instrument	Percentages
3 partial exams	Classroom	Heteroevaluation	Summative	Exam	30%



Tasks, research, exhibitions, essays, portfolio of evidence, problem solving, project...	Classroom	Co-evaluation Self-evaluation Heteroevaluation	Formative/ Summative	Rubric, Check list, etc.	60%
Participation in classes	Classroom	Heteroevaluation Self-evaluation Co-evaluation	Formative	Participation register	10%

## 10. TEACHING SUGGESTIONS

Working with adults, just as in any other learning group, considers (takes into account) certain aspects such as context, learning styles, background, interests, etc., when carrying out the teaching-learning process of the program presented in this paper. In this way, the focus is on achieving the objectives so that students can internalize the language in a meaningful way.

The program has been designed to develop accuracy in the four skills: reading, listening, writing and speaking. During oral fluency activities carried out in the classroom, it is important to go around the room and take notes of errors without interrupting. Instead, it is recommended to give feedback to the group in general to make students feel comfortable without being pointed out, especially for those students who struggle the most with the language. However, it is also necessary to encourage them to correct the errors, and praise for language used correctly as well.

Active learning is needed to lead to positive learning outcomes. This means that learners need lecture formats and other different input, based in natural contexts that will lead to meaningful learning.

Team based learning is also important to consider specially according to the knowledge and conceptual gain through peer-to peer dialogue. Therefore, working in a variety of settings: in pairs and group, increase students' confidence.

Digital learning is a must in actual pedagogy. Therefore, as powerful tools they need to be reinforced and used by the teacher and the learners in order to support learning processes and to motivate to consider these tools as a "normal" aspect of education.

### Types of didactic material suggested:

- |            |           |
|------------|-----------|
| Flashcards | Videos    |
| Posters    | Journals  |
| Prints     | Streaming |





## 10.1 IDENTIFYING THE LEARNING OUTCOME

Based on the expected learning, the evaluation strategy considers different activities that students will do to achieve knowledge. The products are evidence that demonstrate students completed the expected apprenticeship.

## 10.2 SELECTING THE DIFFERENT EVALUATION INSTRUMENTS

The instruments selected must allow the teacher to realize that the student has achieved the expected apprenticeship through the products. The criteria which are established to evaluate the knowledge will help to identify which evaluation instruments should be selected according to the learning activities carried out by the students and considering the criteria and levels of performance that are intended to achieve. The instruments can be checklists, observation guides, exams, or rubrics.

**Evaluation instruments:** teacher establishes the criteria to use for evaluating individual and collective performance. These criteria can present the form of indicators and use instruments such as observation records, checklists, rubrics, portfolios, and exams.

**Observation records:** this instrument is a list that contains descriptors, which guide observation in the classroom, pointing out those relevant aspects.

**Checklist:** this list determined the outcome learnings and selected by the teacher, together with the students, they establish their progress in learning achieved.

**Rubric:** presents in the vertical axis, the criteria for evaluation and, in the horizontal axis, the value ranges applied in each criterion. The criteria represent what students mastered.

**Exam:** a test of a student's knowledge or skill in a particular subject.

## 10.3 ASSESSMENT MOMENTS

**Educational diagnostic test:** A diagnostic test is a test that helps the teacher and learners identify problems that they have with the language at the start of the course.

**Formative assessment:** refers to a wide variety of methods that teachers use to conduct in-process evaluations of student comprehension, learning needs, and academic progress during a lesson, unit, or course. Formative assessment help teachers identify concepts that students are struggling to understand, skills they are having difficulty acquiring, or learning standards they have not yet achieved so that adjustments can be made to the lesson, instructional techniques, and academic support.

**Summative assessment:** it is used to evaluate student learning, skill acquisition, and academic achievement at the conclusion of a defined instructional period—typically at the end of a project, unit, course, semester, program, or school year.



## 10.4 ASSESSMENT MODALITY

**a) Self-assessment:** student self-assessment involves students in evaluating their own work and learning progress.

**b) Teacher evaluation:** it includes reviews of qualifications test of teacher knowledge, observations of practice, and measurements of student learning gains. Assessments of teacher quality used for professional growth of teachers.

## 10.5 IMPLEMENTATION CONSIDERATIONS

Teaching a foreign language implies creating the necessary scenes to contextualize learning and make it meaningful. Thus, having an English classroom or an English lab is a useful tool since students can be exposed to the language through visual or audio input learning material. Furthermore, getting students to identify the classroom objects and school spaces, and to use essential everyday expressions in the target language, allows students to acquire knowledge and abilities from what they do in every class.

Since the program states 70% of independent study, it is quite important to choose a communication platform. Due to the economic and social background of the students which implies the lack of access to internet in many cases, instead of using a platform, the teacher could select a communication channel from the social media such as a WhatsApp or Facebook group to reduce economic constraints. This way, the teacher can monitor distance activities during the week and offer feedback if needed.

English I syllabus has specific grammar points which requires a background that students must have, therefore, former knowledge is paramount to let them learn in a correct and easy way. Students must (have to) be willing to learn a foreign language, it involves spending time practicing as well as studying a large range of vocabulary.

Scaffolding is needed. Teachers must consider modeling the learning activity according to the learner's characteristics, such as: age, gender, context, interests, level of thinking, among others before letting them work independently.

Consider also, the different learning styles on behalf of preparing and presenting different types and supporting materials to learners. Clear instructions are necessary to assure that learners understand what is expected from them. Consider a logic teaching structure, such as the PPP model: Presentation to introduce new knowledge. Practice, for instance, integration, complement or extension of new learnings, through different techniques, and Production, where learners use and transfer the learning achieved.



## 11. REFERENCE SOURCES TO INCLUDE MORE TYPE OF RESOURCES

### Teachers and Learning Network

Teachers set educational approaches and techniques for network learning environments in which knowledge constructs that reliably fit experience with the world and the interaction with information and ideas.

Educators make an analysis of selected contents plans and carry-on assignments; he indicates learners' ICT group activities where they want to participate, and students build on other ideas. Thus, there are two types of learning networks: online communities and face-to-face community.

For this reason, the academies according to their specific needs in each campus, need to consider the new role of the teacher in the organization and development of each work session.

The Undersecretary of Higher Secondary Education on its website has a Digital Library for Teachers. In this website, teachers can find the guidelines for creating learning network environments.

Specific contents:

- Strategy to improve. Reading dimension.
- Argumentative essay. Reading and writing
- Reading and comprehension of expository-informative text.

The following are didactic resources and useful tools for English I syllabus, this aid to accelerate the outcome learning also teachers can reach different options according to their specific needs of their group.

Resource	Description	Type of material
<a href="https://es.lyricstraining.com">https://es.lyricstraining.com</a>	LyricsTraining is the new way to learn English and other languages through the music and lyrics of your favorite songs.	Visual, videos
<a href="https://wordwall.net/es/myactivities">https://wordwall.net/es/myactivities</a> <a href="https://eslactive.com/interactive">https://eslactive.com/interactive</a>	Platforms where you can create activities as a game to let students practice a specific topic.	Platform, video games
Interchange 1 Cambridge university press	A book which follows the path to make students to get a certification through the different levels.	Printed book



WhatsApp, Facebook, Youtube, Tiktok	Interaction Apps used with the computer or smartphone.	Social media resource
<a href="https://www.allthingsgrammar.com">https://www.allthingsgrammar.com</a> <a href="https://writeandimprove.com">https://writeandimprove.com</a> <a href="https://englishpost.org/ppp-method-presentation-practice-production">https://englishpost.org/ppp-method-presentation-practice-production</a>	Web pages where students and teachers can find all level grammar and vocabulary exercises.	Web pages
<a href="https://englishpost.org/ppp-method-presentation-practice-production">https://englishpost.org/ppp-method-presentation-practice-production</a> <a href="https://poorvucenter.yale.edu/FacultyResources/Teaching-Strategies">https://poorvucenter.yale.edu/FacultyResources/Teaching-Strategies</a> <a href="https://elizaferrie.com/how-to-make-a-lesson-plan-with-the-present-practice%E2%80%8B-produce-method">https://elizaferrie.com/how-to-make-a-lesson-plan-with-the-present-practice%E2%80%8B-produce-method</a>	Web pages where teachers can find useful information to do their lesson plans.	Web pages
<a href="https://speakandimprove.com">https://speakandimprove.com</a>	Web pages where students can practice their speaking in order to improve it.	Web pages



## 12. EXAMPLES FOR DIFFERENT ACTIVITIES ENGLISH I PROGRAMME

### INTRODUCTION TO PERSONAL PRONOUNS

I. Complete with the corresponding personal pronoun.

SHE	IT	I	HE	THEY	HE
-----	----	---	----	------	----

- I met Mr Jones last week. \_\_\_\_\_ is the president of the company,
- Do you know Sarah? \_\_\_\_\_ is irish.
- This is my dog Lucas. \_\_\_\_\_ love Lucas very much.
- This is Peter. \_\_\_\_\_ works as a cook in the Italian restaurant.
- Those guys are my cousins. \_\_\_\_\_ go to the swimming pool every day.



II. Match the pronoun with the image.

**They**



**She**



**It**



**He**



**You**





III. Write affirmative sentences using the following forms of the verb to be.

AM	IS	ARE
----	----	-----

1. I \_\_\_\_\_ a student from Brazil.
2. My parents \_\_\_\_\_ rich.
3. My mother \_\_\_\_\_ a good person.
4. Philip \_\_\_\_\_ short and very fat.
5. You \_\_\_\_\_ very strong.

IV. Write complete sentences using the verb to be.

1. (I / doctor)  
\_\_\_\_\_
2. (Marisa / my English teacher)  
\_\_\_\_\_
3. (My cousins / Spanish)  
\_\_\_\_\_
4. (My classmate / Russian)  
\_\_\_\_\_
5. (Today / Sunday)  
\_\_\_\_\_

V. Complete the survey using the correct form of the verb To Be.

A: What \_\_\_\_\_ your name?

B: My name \_\_\_\_\_.

A: Where \_\_\_\_\_ you from?

B: I \_\_\_\_\_ from Merida.

A: \_\_\_\_\_ you a student?

B: Yes, \_\_\_\_\_ am.

**Introduction to the Simple Present Tense**



VI. Complete the sentences with the correct form of the verb in the affirmative form.

1. I \_\_\_\_\_ (play) tennis every day after school.
2. You \_\_\_\_\_ (start) school at nine o'clock.
3. We \_\_\_\_\_ (have) lunch at school.
4. They \_\_\_\_\_ (watch) TV after dinner.
5. She \_\_\_\_\_ (not get up) at seven o'clock.

VII. Describe your daily routine.

<b>Get up</b>	<b>shower</b>	<b>have breakfast</b>	<b>go to work</b>	<b>have lunch</b>
	<b>Finish work</b>	<b>have supper</b>	<b>go to sleep</b>	

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